In this presentation, Wang starts with a brief autobiographical inquiry of how nonviolence has become a calling in curriculum studies. She further introduces several major intertwined and tensioned theoretical lenses to formulate nonviolence as a complicated notion of holding tensions and engaging differences in curriculum and education for enabling sustainable pathways. She also interweaves her teaching experiences to explicate how a curriculum and pedagogy of nonviolence can lead to students’ own awakenings. In a time of darkness and existential crises, can nonviolence be the starlight for brightening our paths towards a future that still can exists?

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